

Music Curriculum Statement

Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a variety of styles and historical periods
- Be taught to sing, create and compose music, use technology to create, refine and edit music and have opportunity to progress to the next level
- Understand and explore how music is created, produced and communicated including through the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture and structure.

At Hartley Brook the intention is that children gain a firm understanding of what music is through listening, singing, playing, composing and transcribing across a variety of styles and traditions.

We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music.

Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. This takes place in the classroom activities following the Charanga scheme of work and through learning about the songs performed for Young Voices and the learning of instruments through Rocksteady private tuition. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made and analysed.

Over the year, children are taught skills that overlap each other and are extended each year.

We take opportunities to share children's own learning in class.



As well as to listen and perform for each other.



Performing Christmas Carols together at a local home.

Impact

Music develops an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are taught to comprehend the

dimensions of music and its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they develop an interest. The Year 4 and 5 teachers are learning the songs to perform in the Young Voices concert.

Performing for and alongside peers has a huge positive impact on mental wellbeing and confidence. Children are encouraged to criticise constructively and praise each other.



Performing on such a huge scale as the Young Voices concert is something children who have left a few years tell me was one of their favourite experiences. Performances such as this are long term memories and crucial to building aspiration and confidence.

We start performing for others in Nursery such as the kazoo playing on our nursery graduation.

In EYFS our local lead (Nikki Turner) has promoted the use of traditional songs and games and a move away from the screen in order to improve..

1. Sound Discrimination
2. Social Listening
3. Aural Attention Span
4. Auditory Memory

A child needs to discriminate between a buzz and a tweet if they are going to be able to discriminate between phonetic sounds.